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ABSTRACT

This is a description of a pilot project in three North Carolina county schools whose goal is to combine their new career ladder for teachers with the recommendations of the Carnegie Report on restructuring the way schools are organized. This is the first year of a four-year trial to evaluate this model before expanding it to the entire state. The plan began with implementation of a three-rung ladder for teachers. Also, participating schools moved decision-making authority to the building level with the faculties and administrators having great latitude over the use of resources, budgeting, and time. The lack of flexibility inherent in working within state guidelines is discussed and the ways the project surmounted these obstacles are given. In addition, the manner in which the schools are being held accountable regarding students, teachers, and principals is detailed. Appended are a planning overview of the project, graphic displays of the project designs, and a timeline. (LMS)

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An Interim Report

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North Carolina's Lead Teacher / Restructured School Pilot Project: An Interim Report

Introduction

The Lead Teacher/Restructured School pilot project legislation, enacted in 1987, is the most recent in a series of school reform initiatives launched by the General Assembly of North Carolina.

The Carnegie Task Force on Teaching recommendations on restructuring the way schools are organized and the way decisions about schools are made planted the seeds for the project. The concept took hold after the Public School Forum of North Carolina, a partnership of business, educational and political leaders, sponsored the nation's first statewide conference on the Carnegie recommendations.

Carnegie's call for a differentiated lead teacher role coincided with the early stages of North Carolina's experimentation with a Career Ladder pilot project in 16 school systems. Unlike some states that attempted to initiate Career Ladder or Master Teacher models on a statewide basis, North Carolina opted to pilot the concept for four years before determining whether to expand the program to the entire state.

The North Carolina Career Ladder has three "rungs." New teachers enter at the Provisional Level; teachers who have received satisfactory performance ratings during their first three years of teaching reach Level I status; and Level I teachers who voluntarily agree to undergo a rigorous evaluation process and receive superior ratings can attain Level II status.

A key component of the piloting process was to plan a Level III role that would differ in function as well as status and pay. The Carnegie Lead Teacher model appeared to define that role, and the Public School Forum entered into discussions with Career Ladder pilot project school systems about creating a restructured school model that would "marry" the North Carolina Career Ladder model and the Carnegie recommendations.

The initial idea was very straightforward: participating schools would move decision-making authority to the building level and give the faculties and administrators in pilot schools unprecedented latitude over the use of resources, budgeting and time. Further, participating schools would employ lead teachers at a ratio of one lead teacher to every 12 classroom teachers, and the schools were to restructure around "teaching departments" or teams headed by a lead teacher.

Like many "straightforward" ideas, the implementation of the concept proved to be a far more complex chore than was the framing of the original concept.

The following pages will describe the evolving Lead Teacher/Restructured School project now being piloted in three of North Carolina's county school systems.

People and Process: Keys to a Restructured School

In the early stages of planning, the pilot project was goal-or-model driven: Could a lead teacher model actually "work" and pay dividends to students and educators?

Like many reform initiatives, the project planners presumed that the major obstacle would be finding the right "system plan," and that the very act of giving decision-making latitude to schools would enable effective, restructured school plans to quickly fall into place.

It soon became painfully clear that people and process were of far more importance in the planning stages than were "right answers." In North Carolina, as in most states, educators have had a steady diet of school reform since 1983, and the level of skepticism toward new ideas has heightened as early reform initiatives falter and reports about other states abandoning much-publicized reform movements begin to trickle in.

For veteran teachers who had seen pilot projects with team teaching and differentiated staffing come and go, both the North Carolina Career Ladder plan and Carnegie's Lead Teachers had a suspiciously familiar ring to them.

For principals, the changes being advocated threatened to dramatically alter their jobs and their perceived authority base. For central office administrators, flexibility at the building level threatened programs and procedures they had developed over

the years. For teachers' associations, differentiated pay and roles flew in the face of positions being advocated by their parent organizations.

It quickly became clear that if the project were to get underway, it would be necessary to focus first on process and people. That began a four-month series of informational meetings and discussion that ended with one of the Career Ladder Pilot Project schools systems, Haywood County, becoming the first county to agree to participate in the lead teacher/restructured school project.

Through that period of time, the project planners used an extensive process to evaluate support for the project. Principals were the first group to come together and learn about the project; each was given the right to "opt out" if they felt the concept was not right for their school. Next, meetings were held with the leadership of the teachers' association.

Following that, the faculties of schools which had supportive principals were called together and the plan was laid out, and they had an opportunity to discuss the plan. A subsequent meeting was held with the faculties, and they had further opportunity to question and debate the idea. The process culminated with a secret ballot vote, and only schools whose faculties indicated an 80 percent or greater level of support were invited to participate.

Through the time period, additional meetings were held with school board members and central office administrators. Those meetings focused on the impact of granting latitude at the building level.

While the process was time-consuming and tedious, the intent was to ensure support. The project planners made no attempt to find school systems that would impose the plan throughout the system; instead, the focus of the process was to identify faculties that would enter the process with enthusiasm. The hope was that if the project began on a "win-win" basis, the spillover from the pilot buildings would generate interest in other buildings.

After one county had agreed to participate in the process, the North Carolina State Department of Public Instruction recommended that two additional counties, Granville and Stanly, be invited to join the project. Neither county is part of the Career Ladder experiment. The rationale for including Career Ladder and non-Career Ladder systems was to measure the Lead Teacher/Restructured School model as a "stand alone" as well as the culmination of the three-step differentiated Career Ladder model.

Flexibility: Easier Said Than Provided

While informational meetings and votes were being held in Granville and Stanly Counties, educators in Haywood County began wrestling with the mechanics of the project. They soon began to encounter problems.

The major appeal of the project had been the promise that educators would have greater control over decisions at the school building level. As the planning process began, it quickly became evident that in North Carolina's highly centralized environment, that would be difficult if not impossible. For instance:

- State funding allotments come in 76 line items; schools cannot transfer funds from one line item to another, regardless of local priorities or needs.
- Faculties wanting to redeploy teaching assistants were prohibited by a state law mandating one teaching assistant to every K-3 classroom.
- All of the restructuring plans rested on the ability to have large classes and small, individualized student groupings. Class size regulations were an immediate impediment.
- Concern about "out-of-field" teaching in the area of math and science in the early eighties led to very rigid certification requirements in all subject areas; faculties wanting to allow teachers to teach "to their strengths" quickly found themselves running afoul of certification regulations that frequently were at odds with teacher expertise.

As the goal of flexibility collided with federal, state and local regulations, the project took another major turn-one that reshaped the emphasis of the project from a lead teacher system to the goal of accountable schools.

Accountability for Flexibility

The project planners—a group that had grown to include the Public School Forum staff and representatives from Granville, Haywood and Stanly Counties—determined after months of planning sessions that were frustrated by the lack of flexibility with existing regulations that the project could not succeed unless the state granted unheard of flexibility at the school building level.

That decision led to another round of meetings with members of the State Board of Education, the staff of the State Department of Public Instruction and leaders in North Carolina's General Assembly.

Predictably, it became clear that if the project were to be granted latitude from existing laws and policies, there would have to be a *quid pro quo*. What could policy makers expect if latitude were granted? Would the project participants agree to be accountable and allow measurement of results?

The answer was "yes." As the planning process had been frustrated, a common lament was: "If we could only do 'X,' we could show results." Faculties debating the issue were not frightened by the accountability aspect if they were given greater control over decisions impacting students.

The end result of the series of meetings was language in the legislation that authorized the pilot project schools to develop the strategies best suited for their buildings. Specifically it stated: they shall not be inhibited by state statute or policy.

That language was reinforced by the State Board of Education, which not only endorsed the concept to the General Assembly but, at the same time, voted to "grant the pilot projects all of the flexibility the State Board is legally empowered to grant."

With the policy barriers behind them, the project planners and the faculties were suddenly confronted with an unusual situation: there were no longer any excuses. Everything people had previously complained about in faculty rooms was suddenly "up for grabs;" all of the "what ifs" could now be tried.

Depending on one's vantage point, the project had just received the green light needed to make school restructuring work or all of the rope needed to hang itself.

Redefining Accountability

When the final pilot project legislation was enacted, the Public School Forum submitted a project grant to the National Governors' Association to develop individual building-level accountability models that would give policy makers a way to measure the impact of the project.

The proposal called for school-based accountability teams that would develop models tailored to the group goals determined by each faculty. There were only two accountability measures that had to be included in each plan:

- Student outcome measures.
- Employee satisfaction.

The inclusion of: employee satisfaction measures was an attempt to redefine accountability. The dual thrust of the project was to improve schools for students and for the people who worked within them. The project planners had a real fear that the goal of creating a more professional environment would be ignored if it were not given equal weight with student outcomes.

The NGA funded the project, beginning a year-long process of meetings and much debate as each faculty began to craft accountability models reflecting building-based goals.

Provisions of the Legislation

In addition to granting flexibility to the pilot project schools, the legislation enacted by the North Carolina General Assembly provided:

- The creation of one Lead Teacher position for every 12 teaching positions.
- Salary and fringe benefit differentials enabling each building to provide up to 15 percent higher salaries per Lead Teacher.
- Funding to provide up to one-half time teacher partners for Lead Teachers.
- $300 per teacher for additional in-service training.
- Planning and training funding for each county's Steering Committee.
- Funding for a two-year piloting period.

Selection of Lead Teachers

Because the project planners had been at work for the entire school year during which the General Assembly and State Board considered the merits of the pilot project, most of the groundwork for moving into the implementation of the project had been laid. One of the first critical issues was how to determine the role of lead teachers and how to select them.

Remaining true to the principal of flexibility, the procedures varied within the project and within the three counties. Common elements included:

- Faculties working with their principals developed varied job descriptions for lead teachers. In some schools, the emphasis is on personnel development; in others, it is on instructional leadership.
- Following the development of job descriptions, faculties developed a selection process in which criteria were established that set standards for those applying.
- In all cases, the major—if not primary—role in hiring was at the school level. In some instances, applicants would apply to a teaching department, and the department would conduct the interviews and make the selection. In other instances, applicants would address the entire faculty, and decisions would be made by consensus of all of the faculty. In some cases, principals participated in the interviews, while the principals were not part of the interview process in other cases.

Structuring the Teaching Departments

As in the selection process, schools had latitude on structuring their school organizations. At the elementary school level, a fairly standard team structure has evolved; at the secondary level, two very different models are being used. Looking at the elementary level, most of the schools have created teaching teams on this basis:

Teaching Team One:
Kindergarten & 1st Grade

Teaching Team Two:
2nd & 3rd Grade

Teaching Team Three:
4th, 5th & 6th Grade

Teaching Team Four:
Special Teachers

Each of the teams has a Lead Teacher; each meets and plans together; each has growing latitude over resources, scheduling and instructional decisions.

Outcomes Not A System: The Redefined Project Goal

With enabling legislation, General Assembly funding, National Governors' Association support and the "nuts and bolts" of structuring teaching teams and selecting Lead Teachers behind them, the project entered a new phase, one greatly aided by the injection of accountability outcomes as the driving goal.

Just as people and process emerged as more important than a Lead Teacher "system" in the initial stages of the project, the dual goals of improving outcome measures for students and for employees made the Lead Teacher simply a component in a much larger project. The goal was no longer making a lead teacher model "work"; rather, the goal was to improve student and employee satisfaction. The Lead Teacher model was no longer the goal; it was a resource.

The following pages will describe the ways in which the redefined project are evolving.

Progress for Students

- One of the pilot project schools had historically had the county's lowest student attendance rates. The faculty adopted improved attendance as its priority goal for the year and devised an incentive system that rewarded teachers who visited the homes of all of their homeroom students and utilized Lead Teachers for follow-up with students who were absent. In less than six months, the building has moved from the lowest attendance ranking to the highest.
- Several schools have utilized Lead Teachers to analyze standardized test score data. The Lead Teachers disaggregated test score results and are providing teams with usable data that translates into teaching strategies aimed at improving student outcomes.
- While no one involved in the project would make the claim that student test score performance is showing marked improvement because of the project, student outcomes are up in virtually all of the schools. The Lead Teacher/Restructured School project is one of only a number of innovations underway. For instance, one county has initiated a More Effective School Program at the same time; one county is in the third year of piloting the Career Ladder Program; another county has been introducing technology to support slow learners. It is possible to say that the project has redoubled the focus on student outcomes, and measurable results are encouraging.

Progress for Teachers

- Across-the-board, involvement in decision making, the ability to be flexible in the use of resources, and planning time are making a major impact on faculties. Morale appears to be up in most of the buildings. As results of group decision making begin to translate into tangible change, more and more people are beginning to believe in the potential of the experiment.
- One school turned all scheduling of teachers and students over to the teaching teams, and the outcome was a schedule that provided duty-free lunch to all faculty members for the first time, as well as daily planning time for teams.
- Several schools had summer or during-the-year retreats at off-school locations. For most, this was the first time that faculties had an opportunity to invest quality time in planning and development activities away from the school site.
- At the end of the first academic year of the project, faculties were involved in planning for the next year. Decisions on resources, budget and schedules that previously had been made elsewhere were now being made by teachers.
- Control over scheduling decisions has enabled teachers to teach to their strengths. Working within teams, teachers can pursue interests, bring their expertise to bear with all of the students within a team, and take advantage of the interests and expertise of other teachers.

For Principals

- The Lead Teacher positions are giving principals a resource that enables them to focus quality time on concerns that previously were "sandwiched" between conflicting demands. Lead Teachers in one county are an integral part of a clinical supervision model that is giving new teachers regular on-going support in their critical developmental years of teaching.
- By turning scheduling over to the teaching teams, the principal of the school mentioned earlier freed up weeks of valuable summer planning time to focus on individual improvement plans for teachers and strategies for involving parents.
- The Teaching Team/Lead Teacher structure is providing a two-way communication vehicle that minimizes the need for prolonged faculty meetings and allows the principal to focus on school problems while teams and Lead Teachers deal with day-to-day decisions impacting only their area.

The Advantages of Flexibility

Initially, the notion of unprecedented flexibility proved to be somewhat intimidating as "sacred cow" policies were suddenly "on the table" for discussion. While some policy makers were concerned that the flexibility would lead to a complete "throwing out" of all existing policies, the changes in the first year proved to be fairly gradual. Among the more frequent changes made were:

- Redeploying some teaching assistants assigned to K-3 classrooms to provide monitoring and clerical assistance to other grade levels.
- Altering the statewide evaluation process, especially for experienced teachers.
- Using budget lines differently to provide more support services in the buildings. For instance, one school has increased clerical support by flexible funding; another is harnessing computers to an improved system of reporting for student discipline and attendance problems; yet another was able to focus funds on equipping faculty rooms with word processing equipment.
- Assigning teachers with a particular interest or expertise to teaching areas regardless of certification regulations.

Looking ahead, the use of flexibility will, in all probability, dramatically increase as the project proceeds. Project planners, for instance, are encouraging faculties to begin asking questions like:

- If a teacher retires at the end of the year, what could be done with the equivalent of that individuals salary and fringe benefits if a teaching team decided to allow class sizes to move up and use the money for additional support personnel?
- Conversely, if a K-2 Teaching Department wanted to waive their assigned teaching assistants in an effort to fund additional teaching positions to lower class size, would it be a better use of funds?
- Would it be possible to schedule the school year to enable half-day planning sessions for Teaching Departments on a regular basis?
- Could time be used very differently to provide more of a focus on basics and provide larger blocks of time for flexible scheduling?

What Are We Learning?

As the changes in project focus indicate, the evolution of the Lead Teacher/Restructured School pilot project has not been a "straight line" process from goal to implementation. The project has taken abrupt turns and shifts as it evolved. It will probably take many more, especially as schools grow more confident in their ability to experiment and change. In terms of what we are learning, at this stage we can say:

- Imposing a restructured school model on every building in each of the three counties would have been a major error. Even working only in buildings that self-selected, the process is difficult and the people dynamics are the critical factor.
- Participatory management styles will not suit every school principal, and the role of the principal is central to the success of the project. To move into a Teaching Team/Lead Teacher model, the principal must adapt as much as any employee in the school.
- Buildings with a history of faculty "cliques" or grade level/departmental balkanization need to focus heavily on group process before launching into a model that requires cross-department cooperation.
- Group decision making takes time, especially in the early stages. Individual mistrust, lack of experience at group decision making, and the need to share information with all decision makers mean that decisions that might have taken a principal a few minutes may take a newly created Teaching Department hours. Until departments grow accustomed to working in groups, the process requires time commitments.
- Improved student outcomes and employee satisfaction are goals that can provide the "glue" needed to keep similar projects running; the desire to make a lead teacher model "work" is a system goal that

has little to do with students or other employees. Similar projects need a large vision that can bind people together.

- Without flexibility, restructured school projects are doomed. If class size limits can't be altered, if time utilization is fixed, if budget lines can't be moved, participants in shared decision-making projects are left only with token decisions. That will create frustration that could spell an end to experimentation.
- It is probably impossible to devote too much time to planning and training prior to implementation of a restructured school project. If the project planners could begin this project again, for instance, far more emphasis would have been placed on training and planning for principals.
- A barrier to restructuring a school environment is the lack of other frames of references. To give faculties a vision of what could be done, one of the counties arranged to have "professional site visitations" with legal firms, medical facilities, institutions of higher education, other schools and private corporations, such as IBM and Carolina Power and Light Co. Those visitations focused on how other groups organize employees, conduct evaluations, train new employees, compensate staff and provide back-up support for professionals. The result of the visitations is a broader view of what is possible, and that is now translating into plans to transform the school environment.
- The lead teacher can be a valuable developmental resource that is largely missing in current teacher evaluation programs. That role can be especially valuable to new or floundering teachers.
- Administrative support at the highest levels is critical. In all of the pilot project counties, superintendents underestimated the time commitment that they would have to make to the project. The flexibility provided to the pilot project schools has created strains between the schools and budget officers, curriculum supervisors, and personnel departments. Superintendents have had to provide a strong intervention role.

Prospects for the Future

The outcome and continuation of the pilot project rests largely on two factors: the ability of the pilot project schools to demonstrate positive results, and the state's willingness to continue experimentation with a restructured school model.

There is a growing amount of interest in the project from schools across the state. After only one year, several county school systems are considering similar projects in one or more schools.

Perhaps the best testimony to the project is the number of schools in the participating counties that initially declined to participate in the project which later asked to be included in the project in the second year. As the project planners had hoped, positive word-of-mouth feedback is generating interest throughout those counties, and that interest has led other faculties and principals to begin debating the pros and cons of the model.

From the project planners viewpoint, there are some positive conclusions that can be stated at this early date:

- Not surprisingly, the involvement of faculties in decision making makes a major difference in morale. As the teaching departments grow more confident in the project and as their decisions translate into changes, there is a growing sense of excitement about the potential of the project.
- While the lead teacher role varies from school to school, in all cases, lead teachers are performing roles that typically would not be performed-from clinical supervision support, to teaching demonstration classes, to reviewing curriculum options, to disaggregating test score data, to providing a channel for communications.
- The accountability component of the project brings with it a focus on children and outcomes, not compliance and regulations. Providing flexibility is the "carrot" that can overcome much of the institutional resistance to accountability as commonly defined.

- To fully realize the benefits of a different school structure, it will take time to let the effort take hold. Just as American businesses cannot wave a wand and suddenly have a functioning "Japanese-style" of management in place, neither can schools transform themselves overnight. Training, trial-and-error, planning and adjustment are going to be needed before a new school structure will pay dividends.

Conclusion

While the project has a long way to go before the project planners will be ready to make final judgements, a great many people deserve credit for moving the project along in its early stages:

- North Carolina's General Assembly for its commitment to finding a more efficient way to provide education to the state's young people.
- The State Board of Education for its willingness to take risks and grant flexibility to schools.
- The Carnegie Foundation and the National Governors Association for planting the seeds for the project and for supporting the accountability component.
- The Public School Forum of North Carolina for conceptualizing the project and for providing the project coordination through the piloting process.
- The school boards and superintendents of the three counties for their vision and willingness to experiment with change.
- Most of all, the teachers and principals of the pilot project schools for their willingness to depart from the norm and for their commitment of time and energy to the project.

Appendix One:
Planning an Accountable School Model:
An Overview of the Project's Accountability Component

NOTE: The following is a condensation of a much more detailed report submitted to the National Governors' Association which funded the first year of the accountability component of the Public School Forum's Lead Teacher/Restructured School Project.

Each of the six project sites established program goals relating to the dual focus of the project: improved student outcomes and employee satisfaction. In the spirit of the project, each site had flexibility in adopting goals based on the needs of their building. Once goals were determined, accountability models were designed to determine how well goals were being achieved.

The goals of the accountability models are to provide site staff with the information needed to make program decisions and to report results to the General Assembly, the State Department of Public Instruction, the National Governors' Association and the communities served by the schools. The Public School Forum provides technical assistance to the six sites through a project funded by the National Governors' Association and the State of North Carolina.

The process used by the sites in developing the six accountability models consisted of six steps:

1) Each site identified an accountability team composed of lead teachers, other teachers and administrators. Each team was given a budget to support their work; each began by clarifying their beliefs about accountability and shaping a common philosophy about school accountability.
2) Each site identified its information requirements in a broad variety of areas.
3) Each site listed sets of data that could be beneficial in helping them make better program decisions. From these sets of data the sites selected specific information that would be the initial focus of the models. Throughout this process, no attempt was made to create a common model; the primary factor in selecting information was the utility of the data for site decision making.
4) Detailed action plans were developed for the collection, analysis and reporting of data.
5) Forum consultants met with the site accountability teams and provided a framework for a review of the measures specified in the various models.
6) The sites, with participation from total faculties, reviewed and revised their accountability models.

Predictably, there is considerable variation in the six models which have been developed; however, most of the project sites accountability models include:

- The collection of demographic information.
- Initial attitudinal surveys of students, teachers and parents.
- A process of documenting lead teacher activities.
- Plans to improve the documentation and use of discipline referrals and attendance data.
- Increased analysis and use of norm-referenced test data.
- Documentation and analysis of staff development activities and teacher attendance.
- Formal plans to encourage and document parental involvement.

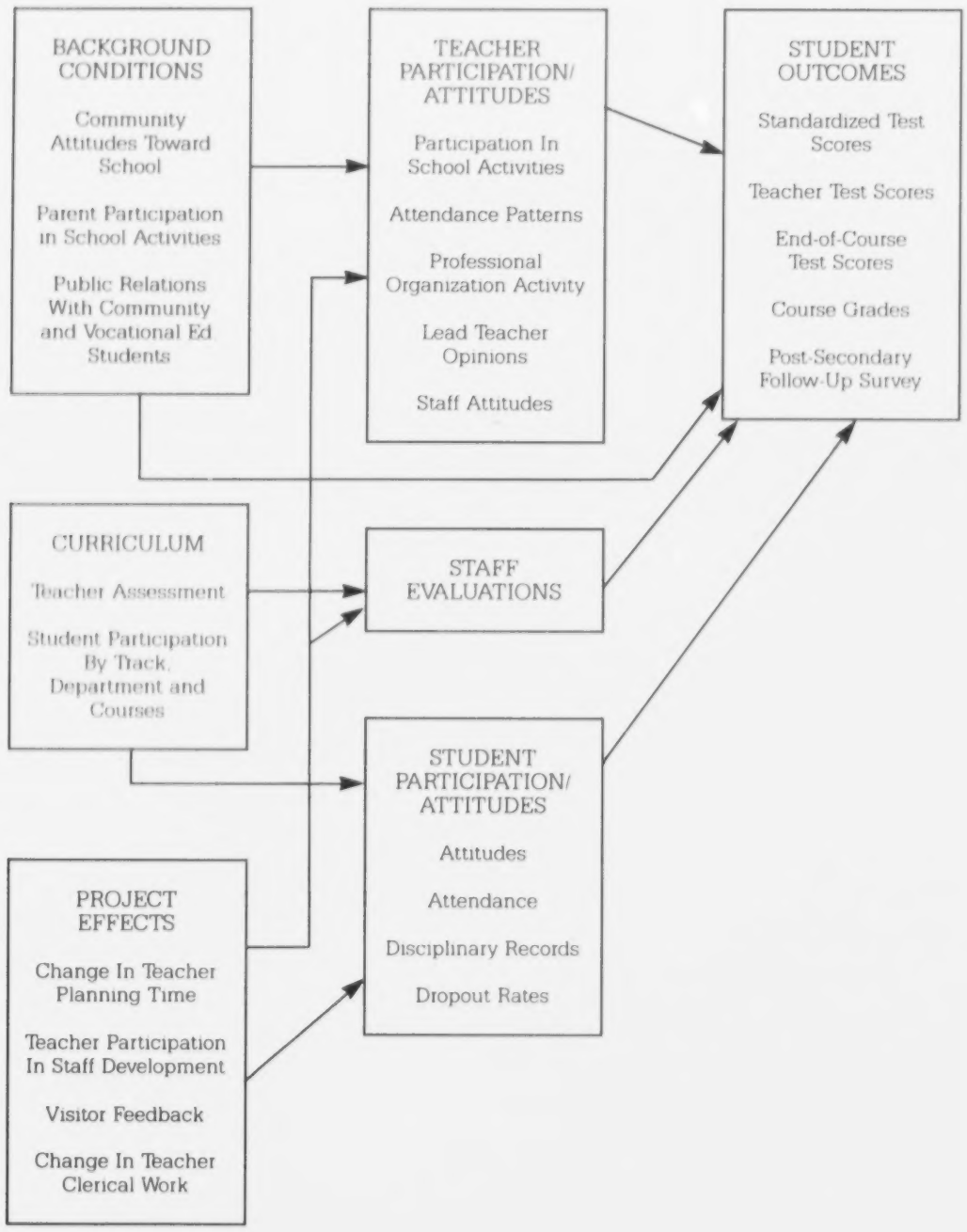
The Forum conducted two series of interviews with samples of teachers from each of the six sites. Initial interviews were conducted in the Fall; a second round was completed in early May. The surveys focused on attitudes toward the project, issues that needed to be addressed, the impact of the program and suggestions for improvements. The interview data has been used in fine tuning site programs.

Early analysis of accountability information has found:

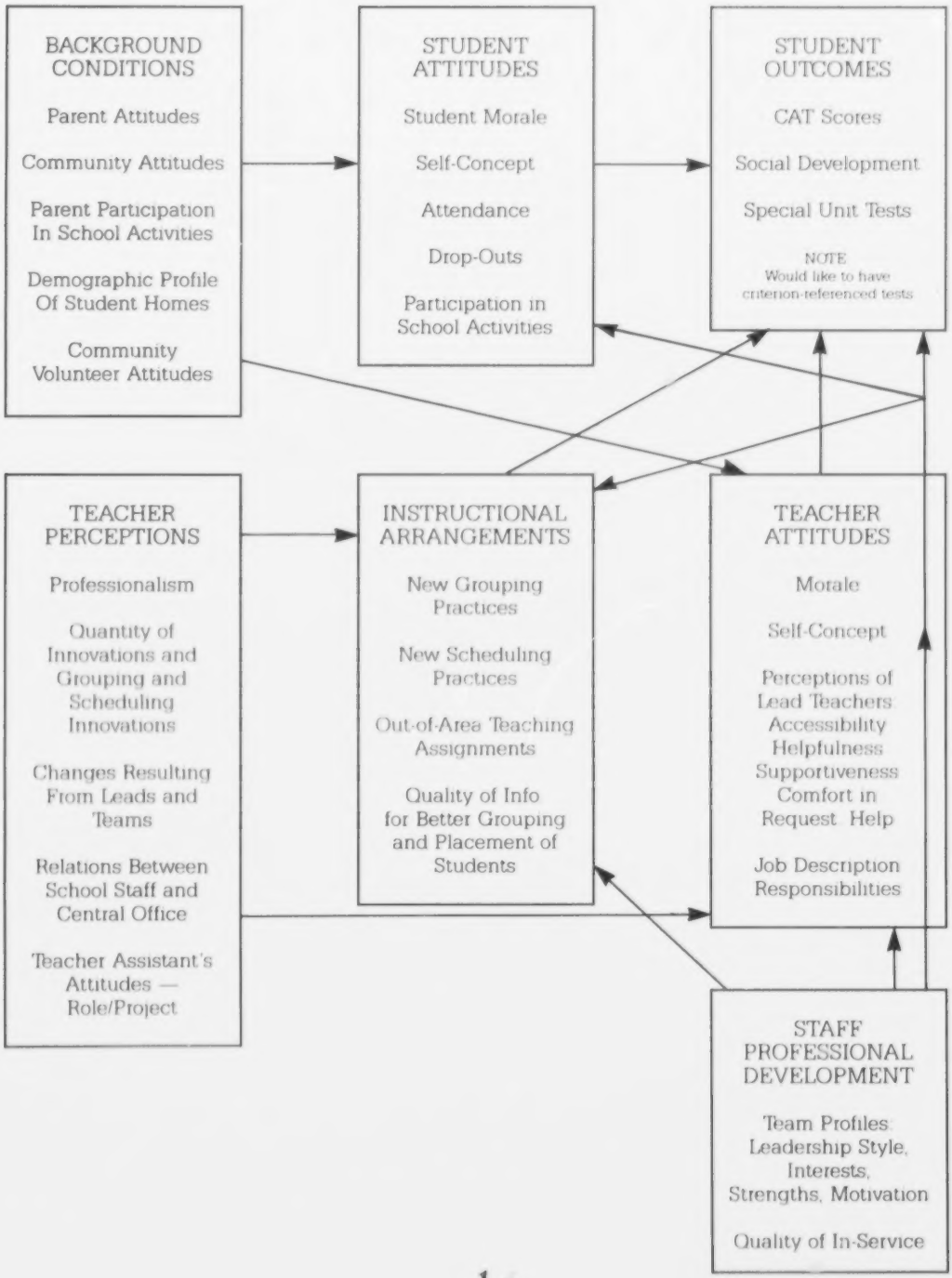
- Instructional-related efforts have dominated program activities.
- For the most part, teacher and student morale has improved.
- Increased student attendance and decreased tardiness is reported.
- Standardized test scores have improved.
- The numbers of volunteers and parent participation levels in school activities have improved.
- All sites are planning instructional and organizational change for the coming school year.

Appendix Two provides graphic samples of the types of accountability systems that resulted from the above series of activities. Appendix Three is a portion of the action plan which evolved out of one building's planning.

Appendix Two:
South Granville High School
Accountability Model For Project Design



Toler-Oak Hill School
Accountability Model For Project Design



Appendix Three:
Toler-Oak Hill School's Accountability Model Timeline

Below is a sampling from the accountability model developed at Toler-Oak Hill School in Granville County. The full model contains more than 88 specific activities to address eight areas of accountability.

Timeline Strategies	Strategies for Achieving Area	Completion Date	Strategies for Measuring Accountability Areas
BACKGROUND CONDITIONS			
Parent Attitudes	Presentation of Carnegie concept to parents	August 31, 1987	Presentation by Superintendent was logged
			Presentation to PTA was logged
	Plan PTA mini-sessions for parents	October 15, 1987	Number count of parents
	"Improving Our Schools" survey	April, 1988	Survey items sent
	Home visitations by faculty/ staff	May, 1988	Log of families visited by faculty members and survey items sent
	Phone calls made to parents	June, 1988	Log of calls made
Parent Participation in School Activities	Ask parents to act as volunteers in the classroom	June, 1988	Number count of parent volunteers
	Designate every Wednesday as Parent/Grandparent Day for visitation in the school	June, 1988	Copy of invitations sent to parents/grandparents
			Number count of parents/ grandparents
	Parent's observation of child's classroom	June, 1988	Log of parents
	Involve parents in moving classrooms back into new building	December, 1987	Log of parents
Demographic and Socio-Economic Profile of Student Homes	Survey homes	November, 1987	SACS Survey
Community Volunteer Attitudes	Participation of volunteers in school activities	June, 1988	Number of volunteers
	Compile survey for community volunteers to complete at end of school year	June, 1988	Use survey items sent previously to compile survey
PROJECT DESIGN EFFECTS			
Professionalism	Visit outside professional settings	March 31, 1988	Visitation of professional settings
			List of positives and negatives as observed in settings
Quantity of Innovations, and Grouping and Scheduling Innovations	Input from total faculty concerning the grouping/ scheduling of students	On-going	Grade level meetings held during the summer and throughout the year as needed
	Problem-solving sessions concerning clerical and instructional assistants' schedule	January, 1988	Problem-solving session
			Completion of schedule by principal and lead teachers
			Review of schedule by faculty
	Scheduling of all students for CCC program	February 12, 1988	Copy of schedule
	Restructure math curriculum in K-8	May, 1988	Written description of restructured program

Timeline Strategies	Strategies for Achieving Area	Completion Date	Strategies for Measuring Accountability Areas
PROJECT DESIGN EFFECTS (continued)	Reorganization of curriculum on levels instead of grades	June, 1988	Implementation of reorganized curriculum
Changes resulting from leads and teams	Open communication between faculty/staff is being enhanced	June, 1988	Provide, periodically, a "care" breakfast for faculty/staff members
			Compile a "feedback questionnaire" for faculty/staff to address at year end
	Increased awareness among faculty/staff as to what is entailed across grade levels	On-going	Plan bi-weekly team meetings and results of activities and programs implemented
	Faculty/staff have obtained confidence by being asked and allowed to make decisions	On-going	Allow teams to make decisions and plan survey items
	Total staff makes a distinction as to faculty members who are true leaders	On-going	Faculty/staff allowed to choose lead teachers — faculty/staff allowed to select clerical assistants
STUDENT ATTITUDES			
Student Morale/ Self-Concept	Increased morale of students due to ability grouping	On-going	Survey items sent
			Improved results on teacher-made tests
			CAT scores
	Increased opportunities to participate in educational field trips	June, 1988	Copy of field trip letters
			Documentation of trips
	Student of Month recognition	June, 1988	Design Student of Month criteria form
			Display Student of Month winners
	Opportunities to participate in extra-curricular activities	June, 1988	Number count of student participation
	Develop a Junior Honor Society	March, 1988	Number count of students inducted
Concept of Authority	Students are made aware of what is expected	On-going	Verbalization by teachers and post rules in classrooms, student survey results
	Students are made aware to respect all adults	On-going	Feedback from faculty/staff
	Encouragement of mutual respect between adults and students	On-going	Feedback from adults and students
STUDENT OUTCOMES			
CAT Scores	Students are grouped by ability	June, 1988	Analysis of 1988 CAT scores
	Implementation of CCC program	February, 1988	Recordkeeping by computer program
	Design a Reading Lab for Chapter I students	May, 1988	Analysis of CAT scores
	Encourage total involvement from superintendent to parents	On-going	Analysis of CAT scores
	Encourage teachers to write critical objectives addressing specific curriculum areas	On-going	Review of critical objectives and analysis of CAT scores

Appendix Four

Project Participants

Granville County Schools
(919) 693-4613
PO Box 927
101 Delacroix Street
Oxford, N.C. 27565
G. Thomas Houlihan, Superintendent
Judy Phillips, Project Coordinator

Haywood County Schools
(704) 456-8613
1615 North Main Street
Waynesville, N.C. 28786
Charles C. McConnell, Superintendent
Iona Tyson, Project Coordinator

Stanly County Schools
(704) 983-5151
PO Box 1399
223 S. Second Street
Albemarle, N.C. 28001
Jim E. Martin, Superintendent
Mary Adkins, Project Coordinator

Project Coordinators

Public School Forum of North Carolina
117 Glenwood Avenue
Raleigh, N.C. 27603
(919) 832-1584
John Dornan, Executive Director
Roy Forbes, Accountability Consultant

Special Note of Appreciation . . .

Like most pilot projects, the Lead Teacher/Restructured School Project would not exist were it not for the support of many people. The North Carolina General Assembly and the North Carolina State Board of Education deserve particular recognition for their willingness to support and fund an experiment based on flexibility and experimentation. Next, the Carnegie Task Force on Teaching and the National Governors' Association also deserve recognition. The Carnegie recommendations on school restructuring led to the original concept behind the project; the National Governors' Association provided a grant submitted on behalf of the State of North Carolina that has made the accountability component of the project possible. The Public School Forum and the participating county school systems want to publicly acknowledge their gratitude to all of the governmental bodies and groups that are making this experiment in better schooling possible.

The Public School Forum of North Carolina

The Forum is a partnership of business, educational and political leaders from across North Carolina. The organization's mission is to conduct research and provide policy options that have the potential of dramatically improving the quality of North Carolina schools. The Forum is supported by foundation grants, corporate support and the General Assembly of North Carolina.

For more information, contact:

the FORUM

THE PUBLIC SCHOOL FORUM
117 Glenwood Avenue
Raleigh, North Carolina 27603

Public School Forum of North Carolina
117 Glenwood Ave. • Raleigh, NC 27603
(919) 832-1584